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ABSTRACT

The career development program for students with mental disabilities should be integrated into the total special education curriculum, should provide training of specific skills needed in particular jobs as well as a general orientation to the world of work, and should relate academics to activities of daily living. The program should begin at the elementary level with emphasis on the meaning of the world of work and the development of social competencies. As the student progresses through junior high and high school, emphasis shifts to a functional, hands-on approach to teach the realistic requirements of jobs. Recommended practices for providing career development are presented. During the elementary years, the focus is on character training, social skill development, and study of job families. Programs for junior high students should focus on an in-depth study of job families, application of academics to job-related activities, evaluation of work interests, gathering of occupational information, etc. The high school program should offer academics related to the functions of daily living, vocational classes, vocational assessment, work experience, seminars, counseling, and transition planning. At each educational level, samples of specific teaching activities are offered for integrated, resource room, and self-contained setting. Fourteen figures are included. (JDD)

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Chapter Nine

Career Development

Pamela K. Gillet

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OVERVIEW

Career development may be defined as a constellation of accepting responsibility, developing positive attitudes toward work activities and experiences which lead to positive work habits, familiarity with the role of a worker, exposure to functional living activities, and a general understanding of the meaning of work and leisure in life. Career behavior is developmental and begins early in childhood. The behavior develops from less complex and less affective to more complex and more affective, from fantasy to reality, and from general to specific knowledge.

It is often thought that an educational program of career development needs only to focus on obtaining and maintaining a job in competitive employment for the student. This type of approach limits the focus of career development and discourages programming that emphasizes the need to develop functional skills necessary for daily life activities and the interrelationship of work to self, family, and the community. For the student with mental disabilities, an integrated approach to career development is more appropriate than teaching job skills apart from other aspects of the curriculum. Therefore, the career development program should provide training of specific skills needed in particular jobs as well as a general orientation to the world of work. Relating academics to activities of daily living--competitive buying, banking, budgeting, completing forms, etc.--is also considered to be an important part of career development.

A career development program for students with mental disabilities should begin at the elementary level with emphasis on the meaning of the world of work and the development of social competencies. As the student progresses through junior high and high school, emphasis shifts to the realistic requirements of jobs that form the basis for the evolution of work habits necessary to enter and remain part of the working community. Emphasis is also placed on the development of personal adequacy, the use of specific skills necessary for decision making, the opportunity to participate in an actual work environment with meaningful on-the-job supervision, and eventually to occupational choice. Career development leads to an awareness of the concept of work, the application of functional academic skills, and social skill acquisition.

To ensure that a career development program is integrated into the total special education curriculum, this broader based conceptual approach to career development must be used. In order for students with mental disabilities to gain career concepts with resultant behavior changes, a developmental approach to the curriculum is necessary. In this manner, career development concepts do not become "add ons" to the special education curriculum, but are infused into the existing program, resulting in a more functional approach to the curriculum for students with mental disabilities. The goal of assisting students to formulate realistic self-concepts, to apply basic academic skills to daily living activities, to develop positive attitudes about work, and to eventually prepare to enter some type of work activity cannot be achieved by infrequent, randomly selected career development activities.

Generally, career development programs are based on various conceptual stages of career development. The stages are developmental, progress from concrete

to more abstract, and are comprehensive in the coverage of needed skills and habits. The stages of career development experienced by an individual are influenced by many factors. The student's knowledge of general career information, familiarity with various jobs, levels of cognition, adaptive behavior skills, functional skill acquisition, self-concept, decision making ability and parent's attitudes about work will affect how the student approaches and progresses through each stage of career development.

The use of the term career development connotes a developmental progression of skills through a variety of experiences. "Developmental" relates to the scope and sequence of the curriculum offered and to changes across the age span, as well. In this developmental frame of reference, it is essential that career development begins at the elementary level with young children, that the program be continuous at each level, and that each level of learning builds on the preceding experiences.

If the basic orientation to the work world is provided to the younger child, the high school program can become even more individualized and indepth. Therefore, the high school program needs to expand its orientation as well. Consideration must be given to providing a variety of job training experiences in the work study program versus the provision of only one type of work setting and training methodology. In school work programs, work teams, industry based programs, job coach alternatives, and transitional labs should be explored as options for on the job training. These options can provide both for generalized work habit development as well as specific job skill training.

BASIC CONSIDERATIONS

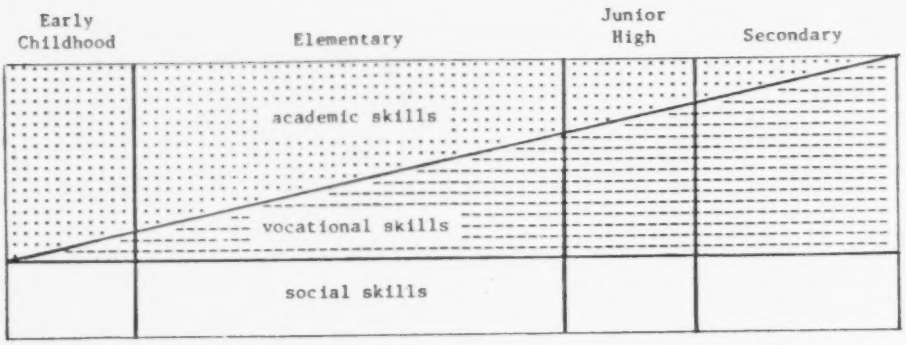
A career development program for students with mental disabilities must encompass more than training for work. The curriculum and teaching activities selected must view career development as an expansion of Hoyt's (1975) original definition of career education as being "a totality of experiences through which one learns about and prepares to engage in work. . ." For students with mental disabilities, the totality of experiences includes preparation to be a knowledgeable consumer, a participating family member, a responsible citizen, and a productive worker. Therefore, the entire curriculum can be used to develop career concepts, to teach academics in a functional manner, and to use other subjects to support and reinforce the skills necessary to facilitate the students' growth in vocational, social, personal, and cognitive domains. This broader interpretation implies a redirection in curricular emphasis for students with mental disabilities so that a balance is achieved between vocational, academic, and social skill development.

A key aspect of career development is the necessity to begin at the early elementary level. In order to incorporate the developmental aspects of career education, use the interest of the young child in the adult world, and capitalize on the young child's willingness to experiment with various choices, it is essential the program begin at the elementary level. Basic values and attitudes toward work begin to develop in early childhood. As the children's visions broaden from home to neighborhood and to the community, they begin perceiving and adding meaning to workers and jobs in their environment. Soon they begin to explore and see themselves in relation to that broader world. An occupational dimension begins to be added to the questions "Who am I?" "What am I like?" "What will I be?" Eventually

simple awareness of the world of work must give way to hands on exploration, exploration then gives way to decision making, and decision making to specific community based preparation.

The elementary career development program must serve to motivate the student's interest in school and academic learning. If curricular activities are related to careers and the functions of adult life, the student will better perceive the relevance of current school subjects to the future. Units of instruction should begin in the primary classes and extend throughout the special education program through the secondary level. As the career development program designed for students with mental disabilities progresses, it can be schematically plotted (see Figure 1).

Figure 1



In the early years of a career development program, there is more emphasis on academics and later, career and vocational skills dominate The personal-social skills are stressed throughout the program. To ensure that career development is considered important to the growth of a student with mental disabilities, it should be a required component of the curriculum, and specific goals and objectives for career development should be prepared for inclusion in the student's individualized education program.

Another reason for beginning career instruction at the elementary levels is due to the developmental nature of this curricular area. Career development moves from general knowledge to specific and from fantasy to realism. An early developmental state of career education has the child engaging in fantasy, role playing, and in making tentative career choices. Fantasizing, role playing, and hands-on exploration are all activities suitable to an elementary student's introduction to career concepts.

It is generally advocated that career development be viewed in stages. Career developmental stages have been proposed by several career education specialists. While various labels and age levels have been attached to these stages of career development, most approaches use career awareness for the elementary stage, career exploration for junior high, and career preparation for high school. Even though these stages have not been specifically designed for students with mental

disabilities, general knowledge of the theories should enhance the teacher's ability to plan sequential learning experiences. It must also be understood that these stages are directly influenced by the provision of learning experiences, social influences, maturation,and by the child's interests, academic and social abilities, and contacts with adult models,

The stages of career development may be summarized by:

1. Child understands himself/herself in terms of daily activities.

2. Child develops broad concepts of the differences between work and play.

3. Child relates some of the activities being done now to the future.

4. Child compares the goods and services to the worker roles involved with them.

5. Child focuses on self-understanding, how I'm alike and different from others.

6. Child becomes familiar with the concept of job families.

7. Student begins to become involved in formulating some decisions about career choices.

8. Student uses academics in functional living activities.

9. Student begins to understand how attitude has an effect on performance.

10. Student explores reasons for working.

11. Student realizes the importance of training for jobs and for independent living skills.

12. Student views parenting as a career.

13. Student regards his/her own strengths and limitations when considering job choices.

14. Student generalizes skills across a variety of environments.

15. Student acquires his/her own identify as a worker, family member, consumer, and citizen.

A developmental approach implies that the concepts and attitudes acquired during the initial stages of development are integrated with those concepts and attitudes that come with the next stages. The development of each of the succeeding concepts continues in this manner, modifying and changing what has been acquired with earlier concepts. The introduction of each new concept involves meeting and coping with increasingly complex tasks. Career concepts progress from self-understanding to understanding the work roles of others, from a study of

academics to their application, from jobs in the home and school to jobs in the community. With ongoing emphasis in the curriculum, the information gained through introductory career development activities takes on meaning and influences career perceptions. Through further expansion of learning experiences, these perceptions begin to become generalizations that have practical applicability. Figure 2 shows how basic career concepts and activities apply to the stages of career development (awareness, exploration, and preparation) and to the level of grouping in the special education program.

A functional, hands-on approach must be the focus to the delivery of the career development component of the special education curriculum. Doing rather than merely listening and observing is the key. Using actual forms, reading current newspapers, and checking a real bus schedule is a better methodological approach than using duplicated forms, prepared workbooks about newspapers, or a teacher made bus schedule.

Another basic consideration when organizing a career development program is to ensure that teaching is taken outside the four walls of the classroom and into the community. Ordering a meal, figuring the amount of money needed, checking the change received, practicing appropriate communication skills, and exhibiting correct social behavior in an actual community restaurant promotes transfer of learning of the necessary adult skills more than generating the correct answer in a class discussion, writing the correct response on a worksheet, or even participating in a role play situation. Classroom instructional strategies may certainly continue to be used as precursors for the actual environmental learning situation. However, the community must also be used as a teaching environment for career development. There skills are practiced and validated and generalized across environments and persons.

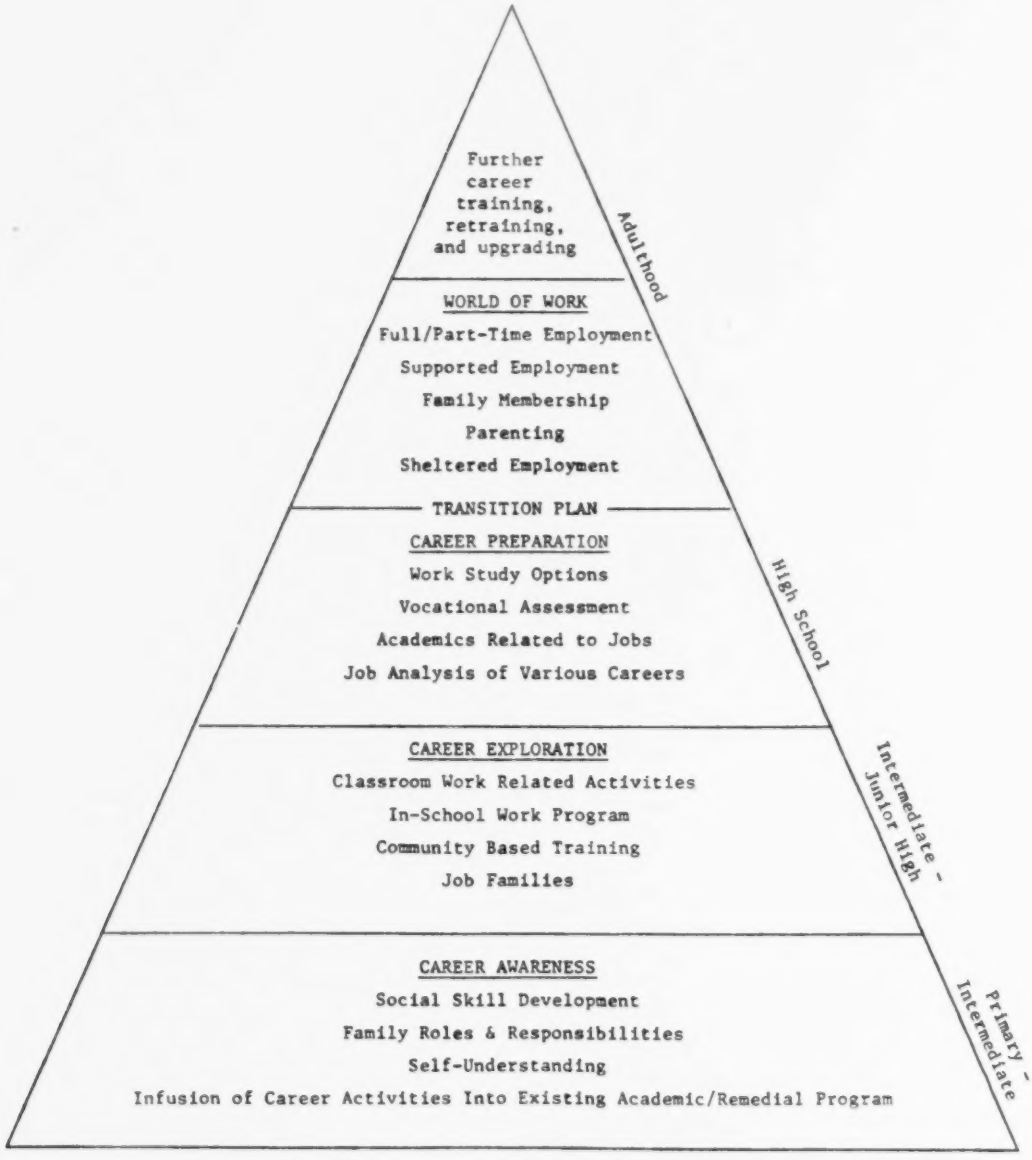
As the student is introduced to various types of work at the junior high and high school levels, best practice dictates the importance of emphasizing all types of jobs in a career awareness unit, not just the usual study of community helpers. Excluding unskilled and semi-skilled job descriptions from the discussion says to the child "these really aren't worth mentioning, they're not important. Anyone can do them." In this case, actions do speak louder than words. Respect, dignity, and importance must be attached to semi-skilled and unskilled jobs. Then, when job placements in these types of employment are found for students for work study experiences, the high school program is not faced with a student who remembers the job as being unimportant. The instructional message should be that ALL work is important.

To help foster this concept, past program graduates should be invited to return to act as resource workers to the class. When other guests are scheduled for career days or resource speaker time, make sure that workers holding a variety of jobs are invited and those having lesser skilled jobs are treated equally to skilled and professional employees.

If the resource person approach is used, emphasis should be placed on the worker, not just the job. Children should be trained to ask questions of the resource person, a prerequisite skill to the actual job interview process. Questions can include likes and dislikes of the worker about the job, types of leisure activities used, etc. The experience can be more meaningful to the students if the worker dresses in work

clothes and actually uses tools or shows the product that is made on the job. Vocabulary terms such as service," "product," and "consumer" can be introduced at natural times during the resource person's presentation.

Figure 2



Another tenet of career development is based in the importance of all work, and also the pay structure of employment. Success should not be measured solely as securing a full-time job at competitive rate, but by individual accomplishments within a variety of work options. A full-time job, a part-time job, supported employment, or unpaid work of a volunteer nature are all acceptable job options.

These basic considerations are helpful in determining the specific components to be included in a career development program at the various educational levels as well as the instructional approaches to be used.

BEST PRACTICES

The means by which career development is included in the curriculum depends on the developmental stages of the student, the type of special education program, the prerequisite skills possessed by the students, goals and objectives of the IEPs, and the teacher's philosophy toward career development. Following are some recommended practices for providing career development at the elementary, junior high, and high school levels. Consideration is also given to providing career development to students with mental disabilities in differing special education placements (e.g., resource program, self-contained classroom).

Elementary

The elementary years are vital ones in the development of concepts for children with mental disabilities. During these years, attitudes are being formed that will affect vocational activity in later life. The child's education and training for adult living should begin early and continue throughout the school years and not be postponed until adolescence. It is very difficult, and in some cases impossible, to negate years of inappropriate behavior patterns when secondary school age is reached.

Character training at the elementary level is not only important to social development, but it is also related to future job skills. Employers desire employees who exhibit dependability, initiative, reliability, perseverance, and cheerfulness. Repeated studies show that more employees lose their jobs due to poor character traits than to lack of skill. Therefore, emphasis on personality development is important to career development. Training in this area must begin in the elementary program.

Career development at the elementary level consists primarily of guiding the evolution of social skills necessary for job, family, and personal adjustment, helping the child come to an understanding of self, encouraging the development of basic communication and comprehension skills, introducing the general idea of the world of work, and facilitating the exploration of a variety of careers. At this level, vocational growth is undeniably dependent upon many of the common academic skill areas that are developed during the elementary years. Knowledge of the calendar, time concepts, money, shape and color recognition, quantitative concepts, mastery of a basic written and spoken vocabulary, and skill in communication are all essential to success in adult life. Therefore, career development does not replace an academic program, nor does it call for a separate curricular structure.

Job Family Approach

A basic approach used at the elementary level for career development is the study of job families. Through the job family concept, careers are classified into logically related groups based on similar skills and characteristics. The jobs in each family include identical or similar teachable skills and knowledge requirements for employability. The implication is that a study centered upon the knowledge and skills common to the jobs comprising a family should prepare the students for entering the group of occupations rather than only one specific job. The family based approach offers advantages for the student with mental disabilities:

1. A family approach prepares the learner for a group of related occupations, thus ensuring some mobility among jobs within the family.

2. A curriculum based on the family concept has more relevance for learners interested in not just one, but a variety of occupations.

3. When students are involved in studying common job skills, such as measuring or reading charts, the relationships between occupational skills and academic instruction in math or reading become meaningful.

4. The study of families of occupations provides a basis for a number of facets of the world of work, the social, managerial, and other human relations aspects of work.

5. The family approach provides an opportunity for studying similarities and differences between jobs and making generalizations regarding work.

Activities emphasizing the relationship in job families can be made very concrete and visual (Figure 3). The study of job families can change orientation, and instead of focusing on a job family, a product or service can represent the family. The study of each family would introduce the child to various possible jobs that deal with that product or service.

Another alternative centers the family approach around jobs found in a particular environment (see Figure 4).

Learning about related jobs permits flexibility in planning career choices. Through directed study, the child will be able to see within an area of interest that there are many jobs that he or she can do and others that he or she cannot do. Yet, all the jobs are within the student's interest area. By looking at various jobs through this approach, the student who wants to be a nurse and may not have the necessary skills will be able to see that a nurse's aid performs many duties similar to a registered nurse.

Junior High

The junior high school special education program for students with mental disabilities should continue to offer a career development component, building on the program initiated at the elementary level. The program should have as its focus:

Figure 3

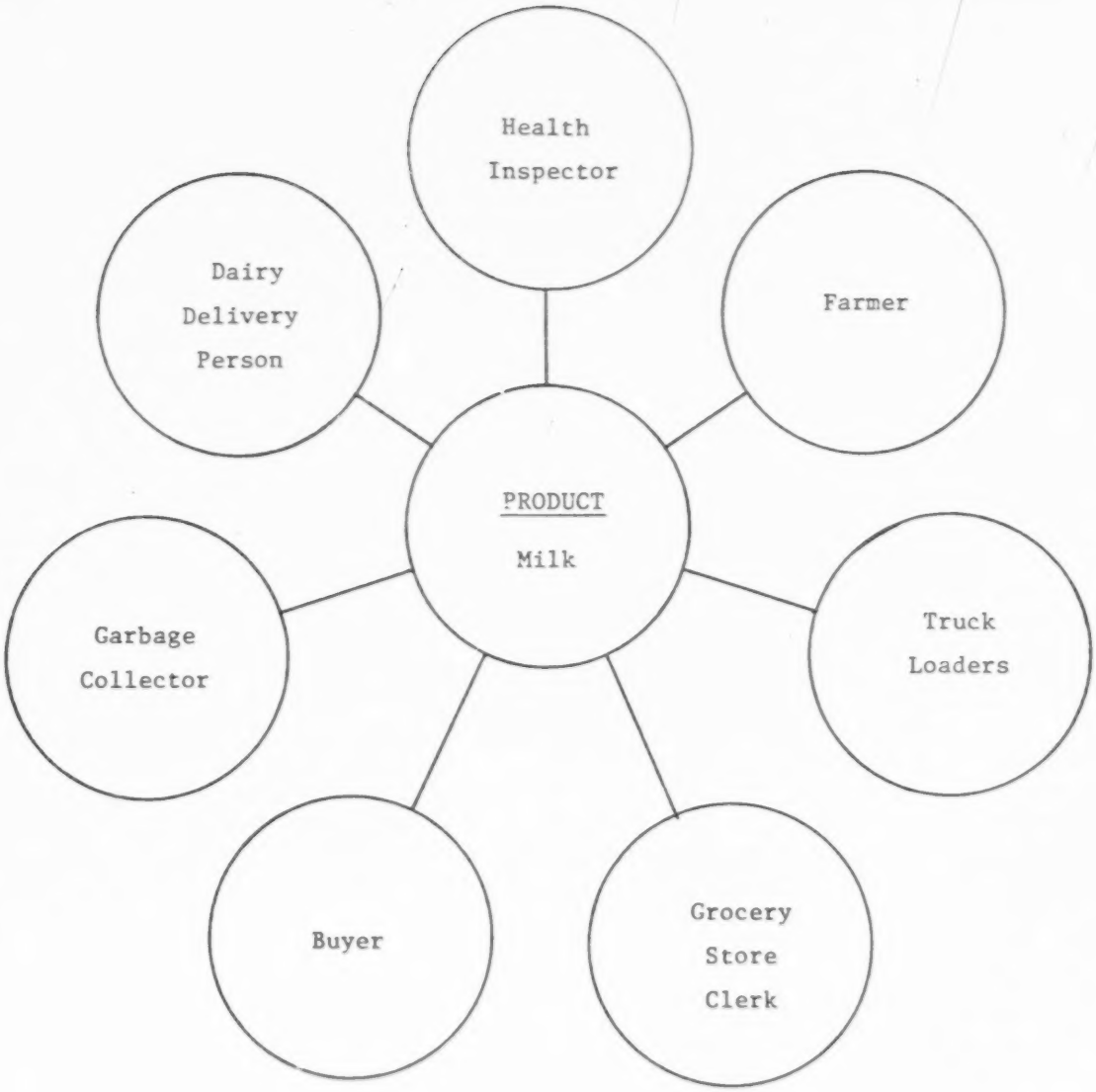
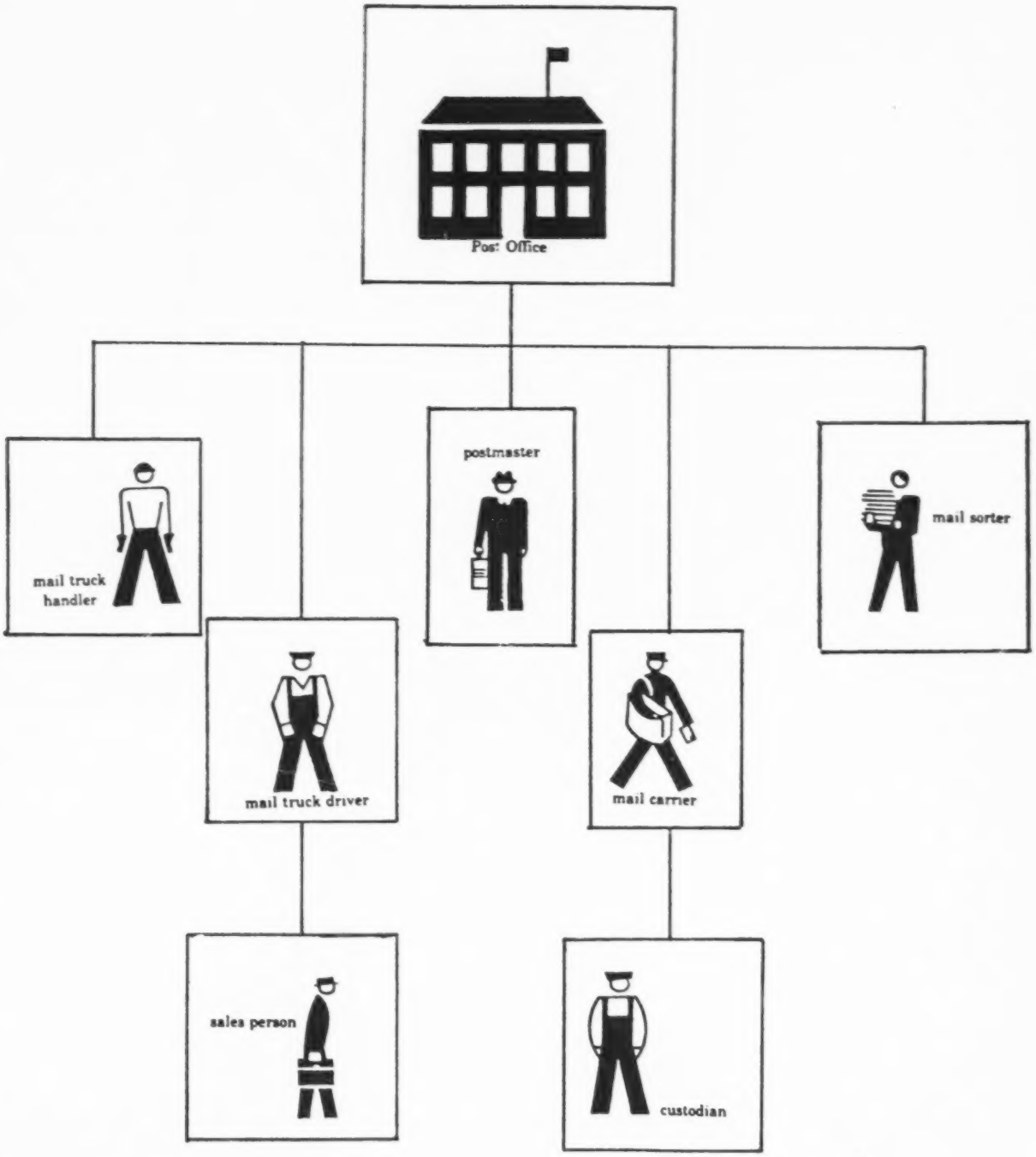

Health Inspector
Dairy Delivery Person
Farmer
PRODUCT
Milk
Garbage Collector
Truck Loaders
Buyer
Grocery Store Clerk

Figure 4


Post Office
mail truck handler
postmaster
mail sorter
mail truck driver
mail carrier
sales person
custodian

1. An indepth study of job families.

2. The application of academics to job related activities.

3. An evaluation of each student's work interests.

4. The development of a process whereby students can gather occupational information.

5. A study of responsible behaviors necessary for success in a work situation.

6. An awareness of the decision making process and opportunities to apply this process to personal, academic, and occupational situations.

During this portion of the career development program, the student with mental disabilities explores various career options, learning what is required to judge their own strengths and weaknesses against abilities required for various occupations.

Activities that can be used in the junior high career development program are:

Tag along day. A field observation or "tag along day," also known as "shadowing," has applicability to career development for a student with mental disabilities. This approach involves placing an upper age elementary or junior high student in a work setting for a portion of a day to act as an observer and interactor with the worker. Following the worker as his or her "shadow" enables the student to observe what is required by the job not only in the cognitive and skill areas, but in the affective area as well. Procedures for developing a shadowing experience include:

1. A brief discussion of the purpose of the shadowing experiences.

2. Presentation of work sites for the shadowing experiences.

3. An individualized plan for each student based on career interests of the student and judgment of special education staff.

4. An orientation to the actual experience - questions to be asked, discussion of behaviors and activities to be observed, discussion of types of behavior and abilities employers will be expecting from students.

5. Completion of a log sheet.

6. Group time to share experiences with other students.

Career vocabulary bulletin board. Each month a group of students can analyze a job family or specific career and post a vocabulary list relating to it. A word can be added daily. The other students in the class are to guess the job family or career by dropping the guess along with their name, date, and time of entry into a box.

Establishing a class business. At a more advanced level, students can choose a way to make money and to develop a stop by step plan for carrying out the activity. Students should be made aware of how the work in the class business relates to work done in the real world. Some areas of planning are:

1. Selecting a product or service to be produced.
2. Selecting methods of working--individual, small group, assembly line production.
3. Establishing a record keeping system.
4. Obtaining materials needed.
5. Developing an advertising program (language arts class).
6. Participating in an evaluation plan of working conditions and final product/services.
7. Developing plans to change the base of operation.
8. Preparing a company report (language arts class).
9. Establishing profits and planning for their use (social studies class).
10. Designing stock certificates (art class).
11. Developing a procedure to figure profit and loss (math class).
12. Providing for rotation of jobs in the class business and an opportunity to discuss feelings about the different roles.
13. Preparing a procedure for closing the business.

A post office is a good business to establish in class and a good time to begin would be in February for Valentine's Day or in December for the holidays. Each classroom has two mailboxes--one marked "Local" and the other "Out of Town." If a child wishes to mail something to a friend, he or she clearly addresses the envelope and places it in the Out of Town box. (Each class chooses a "town" name that incorporates the teacher's name. Each classroom has a list of town numbers and names posted so that a sender can address an envelope simply by knowing the receiver's teacher.) The mail carriers make regular stops at the Out of Town boxes. They take the mail to the central post office where they cancel it, sort it, and the deliver it to the appropriate "local" boxes. Each class has its own method of distributing the local mail. Each child in the class could have his or her own mailbox. This is a "special delivery" service for special mail. Children should be encouraged to write to the principal or other people working in the building. The choice of the post office as the business develops awareness about a variety of jobs, and also provides instruction pertaining to community resources.

Decision drum. Vignettes are prepared by the teacher. Example: "Some of my best friends go to the shopping mall every day. They think its keen to take things.

No one has been caught yet. I am sure someone will see them take things and they will be caught. My friends always ask me to go with them to the mall. I don't want to go with them and get in trouble. I like them and would like to go. As a friend, I want to tell them to stop stealing. After all, we all get an allowance from our parents. We all have some money to spend. What should I do?"

Print the vignettes on cards and place them in a Decision Drum. A student selects a card and the group follows a procedure to reach a decision about the problem described. The suggested procedure is:

1. Read the dilemma out loud.
2. Discuss the dilemma.
3. Decide what types of alternatives can be taken.
4. Discuss the consequences of each alternative.
5. Decide upon a course of action.
6. Role play the dilemma with a course of action.

Good worker traits. A chart can be made showing the relationship of a good worker trait to school, to the home, and the job (see Figure 5).

Figure 5

Good Worker Traits	Applies to School	When?	Applies to Home	When?	Applies to Job	When?
Follows directions	Yes	Doing work assignments	Yes	Making a recipe	Yes	Doing what the boss asks

Resource

In a resource program, the teacher can work individually with students with mental disabilities to begin nurturing work preference and future career training. When the teacher is focusing on academic remediation, time can be spent reinforcing the use of academics in the general world of work and the application of certain subject areas to specific careers.

Any type of class activity involving teamwork, listening, or following directions is an excellent precursor to career development. When providing processing training, many activities can be couched in terms of a career development orientation. Job related environmental sounds can be used to help develop auditory discrimination.

Auditory memory can be practiced through the use of work related terms, names of careers, and so forth. Grouping specific jobs into job families is a useful classification activity.

Motor development exercises that emphasize dexterity and coordination help students with mental disabilities develop the skills needed for assembly type tasks. Gross and fine motor activities may include assembling simple and complex units; sorting according to size, shape, color, or texture; and using simple and involved eye-hand coordination. Stacking, stringing, folding, sorting, inserting, turning, and opening exercises are all beneficial. Simple machine usage may be demonstrated by using a pencil sharpener, a hammer, pliers, or other tools in routine tasks.

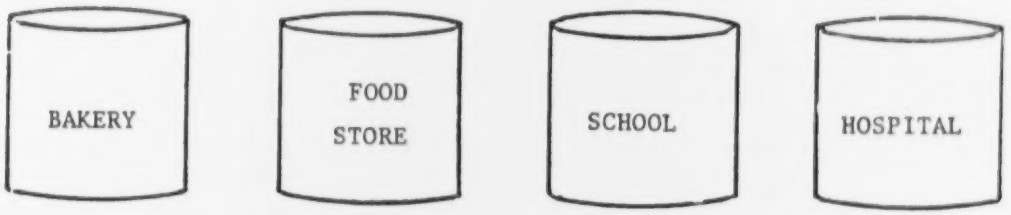
Other general academic activities that can be given a career development orientation include the following:

1. Completing word hunts using jobs, workers' names, and tools.
2. Using sequence cards showing step-by-step procedures necessary to perform a job or carry out a daily living task such as buying a product at a store.
3. Categorizing various products according to roles of workers.
4. Identifying vocabulary words in relation to job products or job services.
5. Compiling an "All About Me" notebook, an activity which incorporates such concepts and skills as time relationships, prepositional word identification, organizational skills, and sequencing.

Specific Activities

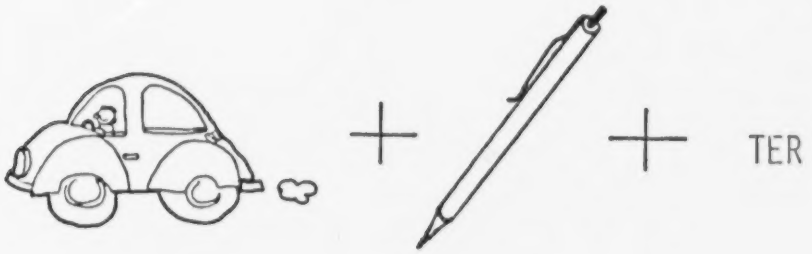
Where Can It Be Found? Make a set of 10-12 cards in the shape of cans (see Figure 6). On each card write a different place name. Give the students a list of vocabulary words dealing with workers and tools that correspond to the places identified, and have students match the words to the appropriate place. Specialized words may be used that encourage vocabulary development and the use of dictionary skills.

Figure 6



Career Rebus Cards. Use a file card, magic marker, contact paper for protection, and some imagination (see Figure 7). For example, carpenter is represented by a sketch of a car plus a sketch of a pen and the letters TER.

Figure 7



Unscramble Sheet. Have students unscramble the names of the occupations drawn and described on a worksheet (see Figure 8).

Figure 8

I deliver letters to your house.
ALANMIM

I drive a big red truck and put out fires.
IRMNAEF

Sentence Cut-Up. Cut sentences apart that describe workers performing their jobs and the appropriate tools they use (see Figure 9). Mix the parts up and have students try to put them back together so that the worker is matched with the correct job and tools.

Why Is It Important? Show students the importance of a particular subject area such as reading. Put a number of items in a box. Take out one at a time. Have the students identify the item and then guess why the worker needs to know how to read it in order to use it. The box might contain a newspaper, a TV guide, a letter, a cookbook, a pill bottle, a catalog, a telephone directory, a bus schedule, directions for putting something together, a check, and a map.

Newspaper Activities

1. Cut out all the jobs listed in the Sunday classified section and then have students organize them in file boxes according to such categorical areas as job family, environment, or product/service outcome.

Figure 9

A WAITRESS	USES PENCIL AND PAPER	TO WRITE YOUR ORDER.
THE ROAD WORKER	SPREADS TAR	WITH A ROLLER.
THE UMPIRE	BLOWS A WHISTLE	WHEN A FOUL IS MADE.
A DESIGNER	DRAWS PATTERNS	ON PAPER.
A MODEL	HELPS SELL CLOTHING	TO BUYERS.
A BASEBALL PLAYER	USES A GLOVE	TO CATCH A BALL.
A ZOO KEEPER	CARES FOR ANIMALS	IN A ZOO.
DOCTORS	HELP CHILDREN	WHO ARE ILL.
A TESTING SUPERVISOR	TESTS THINGS	FOR STRENGTH.

2. Circle every job on a particular page of the paper.

3. Place ads for jobs in alphabetical order.

4. Label pictures according to the type of work being performed.

5. Categorize want ads according to training needed.

6. Categorize jobs advertised as "jobs I want to do," "jobs I would like to learn more about," and "jobs I am not interested in."

7. Clip an ad for food, clothing, entertainment, or home maintenance, and then answer the question, "What jobs are associated with this ad?"

8. Locate ads that fall into a specified category, such as indoor jobs, outdoor jobs, jobs requiring experience, or seasonal jobs.

9. Clip a front-page story describing an event and then list jobs that may be related to that event.

10. Categorize articles that describe people's activities according to role, e.g., family member, citizen, worker, and so on.

Career Oriented Games

1. When assignments for a class period have been completed, the resource teacher often makes games available for use by the students. Family games such as Charades, "What's My Line," and "20 Questions" can be used to familiarize students with various occupations. Career bingo cards can be prepared with the names of jobs printed in each square. The caller uses a brief sentence description of a job responsibility. "I sweep the floors in offices." "My work is to take care of you when you are sick."

2. Matching games are highly reinforcing and can be used during individual activity periods. Pictures of workers can be matched to the place of employment, work clothing, equipment, job performance tasks, or to vocabulary words related to the particular occupation.

3. Other teacher-made games can be modeled after a commercially produced game format. The child moves the marker two spaces forward if a question about a worker is answered correctly. The child loses a turn or moves backward if the spinner points to a bad habit or negative work behavior. With some variation, such games may be used as evaluation techniques. It must be remembered, though, that knowledge about jobs obtained through games alone does not ensure adequate career development.

4. Memory games called "Job Jams" help establish problem solving procedures and provide short term memory training. An example of such an exercise is: "Pretend you are a truck driver, and you must make the following stops on your route - Computer Land, Al's Garage, John's Barber Shop, Domino's Pizza. How can you use a memory trick to help you make your stops in the order given?"

Self-Contained Classes

A more comprehensive, structured, and diversified approach to career development may be designed for students who special placement is in a self-contained class. For example, careers may be studied in conjunction with the seasons and specific holidays.

Season Career Activities

1. September: safety--police work

2. October: fall harvest and apple orchard trip; Fire Prevention Week--firefighters; Halloween-- candy makers; Book Week--school librarian; visit a book bindery

3. November: Thanksgiving--butcher, chef, food store visits, and personnel interviews

4. December: Christmas and Hanukkah--visits by a minister, priest, and rabbi

5. January: Car care and auto mechanics--visit to a garage

6. February: Valentine's Day--postal workers and post office visit

7. March: Spring--the five senses and the telephone worker

8. April: Easter and Passover--visit by a minister or missionary; health unit--doctors, nurses, dentists, hygienists; Earth Day--pollution control with environmental specialists

9. May: Mother's Day--interview various mothers about their home jobs

10. June: Music and sound--band teachers, music store clerks

11. Summer: Vacations and travel--park district employees and transportation workers

As a culminating activity, a class scrapbook, "A Year of Careers," may be kept to show the careers studied and the activities used to explore them.

Career Pacs. "Career Pacs" are instructional materials designed by teachers to introduce career development. "Career Pacs" are multi-media packages that use a hands on approach. Teachers can compile materials in a large box that will give students an opportunity to develop knowledge about jobs through actual, concrete experiences. Items in the box should include uniforms and tools of a selected job, pictorial or written information about some of the job responsibilities, pictures of the person at work and of the work environment; photos of actual workers, cassettes which play back the sounds of the job or which contain an interview with the person performing the job; sample forms, and any other items related to the chosen occupation. These materials can then be used by the student for role playing and practicing work tasks.

Other sample activities that can be used by a teacher of a self-contained class are:

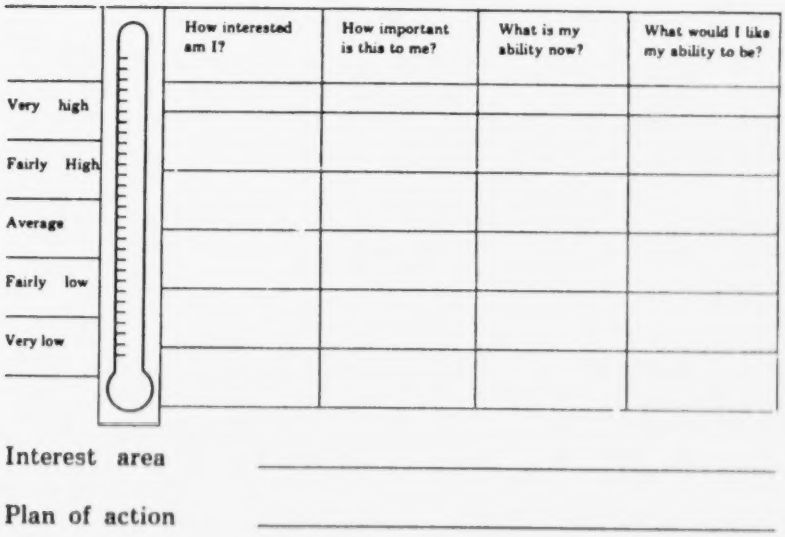
We Need a ___. Have the children draw a life-sized figure of a child their own age. Then ask them to list as many occupations as they can which help that child in some way. Try then to match the parts of the body according to occupations which are related to them, e.g., hair - barber, feet - shoe salesperson, teeth - dentist.

Work Detail. This classroom experiment helps illustrate the concept of division of labor. On the first day, assign one child all of the myriad of classroom duties; this child must pass out books, collect milk money, and so forth. On the second day, assign several children the classroom duties, each being responsible for only one duty at a time. On the third day, assign several other children the classroom duties, but have them all work together to carry them out. On the fourth day, discuss what happened. On which day did the work go most smoothly. On which day was the least time taken up with classroom duties? On which day were the children happiest?

Temperature Chart. Use this device to begin to assess children's developing interest in a variety of different areas that will affect their attitudes toward careers, leisure time activities, academic work, and social contacts. Suggested areas to be assessed include sports and games, jobs, arts and crafts, music, entertainment, and school subjects (Figure 10).

Figure 10

SAMPLE "TEMPERATURE CHART"



"Who? What? Where? When?" Worksheets. Cards of tagboard are made with short phrases telling who works, where the work is done, what the work is, and when the work occurs (see Figure 11). Students who are able to do independent worksheets could sort the tagboard phrases under the proper category. For those students needing an activity with more motor involvement, the tagboard strips could be sorted and then placed in a pocket chart labeled with the four "Ws."

Figure 11

Who What Where When

-around noontime
-the plumber
-sweeps the floors
-builds chairs
-from 8-4 o'clock
in an office
-the custodian
-hammers nails
-at the factory
-at rush hour
-the landscaper
-cleans windows
-in the hospital

Class Chart. Develop a class chart to match classroom skills with a specific job (e.g. mastering of alphabetical order - file clerk). This could also be put in the form of a matching card game or a flannel board activity. Encourage the children to begin to think about the skills that a person needs to work at a particular job by relating the skills and work habits learned in school to this particular type of work.

Example: Gas Station Attendant

a. School: Addition and subtraction of money problems. Job: Making change for the customer

b. School: Following written directions. Job: Reading a manual to find out how to fix a smog device.

c. School: Learning metric measurements. Job: Using tools which are calibrated in metric measurements.

d. School: Coming to school on time. Job: Attendant must be at work on time to open shop or customers may be lost.

e. School: Being polite and pleasant. Job: Customers expect to be greeted politely.

f. School: Working without wasting time. Job: Boss expects worker to work eight hours for eight hours pay. Also, a good worker may get a raise in pay or a promotion.

Occupation Corner. Each week feature one occupation in the Occupation Corner. You might include a grill person, school secretary, grocer, bank teller, or packer. Collect items which illustrate that occupation. For a secretary, you might include and label a telephone, tape recorder, typewriter, ditto masters, telephone book, onion skin paper, carbon paper, rubber stamp, and money wrappers for lunch money. Allow students time to talk about the various items, to touch them, and to use them. With the students, make a list of the duties of such a worker. Permit time for students to express, before the class, reasons they would or would not like the job of the week.

Career Time Capsule. When beginning a study of a job family or a specific job, the class should write an experience story about what they think the job may be like. The class story could be stored in labeled cans with plastic lids. At the conclusion of the unit or lesson, each can would be opened; the story read; and a new story written showing any changes in the students' perceptions of the job.

Careers from Labels. Have children collect a variety of labels from cans, boxes, and other packages. These may be used for reading or math activities at another time. Choose a label and use it as a basis to begin a discussion of all the jobs that are associated with the label. An experience story can be written by the class using the label as a title, accompanied by a list of the jobs and a sentence telling how each is associated with the label.

Class Jobs. Classroom jobs should be taken as seriously by the teacher and class as a lesson in mathematics. When the class really depends on a job to be done,

the child will value his or her own importance and this will intensify the child's pride in the role as a worker. However, to make this a meaningful concept, the assigned room jobs must be seen as being essential to the functioning of the class. These tasks should not be done by the teacher or aide when time in the school day runs out or because they can do them more quickly and with less mess and bother than the children. Just as mathematics has a special time period each day, so should there be a special "work time" of day for the performance of classroom jobs. In this way, the school day will not be over until the jobs are completed just as in the real work world.

When the class jobs change and rotate, the student presently holding the position should act as the trainer to the new worker on the job. The teacher can assign one child the job of supervising the daily routine jobs of the other students. The chart of classroom helper jobs can also be made more relevant to future jobs by placing the name or picture of the real life occupation that most closely relates to the class job next to its name on the chart. For example, child's name (Sue); class helper (juice helper); real life job (cafeteria worker).

The children should be able to see themselves as valuable assets to the classroom and to the school as a whole when these jobs are accomplished and noticed by others. Another approach would involve letting the students think overnight about a job they could do to make the school nicer or to keep it as pleasant as it is. Each student decides on a job to do and then performs it for a week. Sample jobs include watering the flowers, cleaning the erasers and the chalkboard, reshelving books, or emptying the waste basket.

The teacher can give students some early practice in writing want ads while working at these classroom jobs. These ads should be for jobs the children would like to do with the skills they have. Post the ads on the bulletin board. Some suggestions might include: Help a friend with a writing assignment, water the flowers, take the lunch count to the office, help someone with math, pass out papers, and so forth. Instead of a set rotation for changing classroom jobs, children can write some want ads, and the ads can be posted so students can choose the next class job they will perform.

Parents should be aware of the classroom job program. Many school helper jobs can be transferred into the home situation as routine chores the students are expected to perform. Work must be considered a necessary part of home life as well as school routine.

The "business" of the Classroom. By continuously interpreting the activities of the classroom in a vocational context, the child will be better equipped to transfer classroom learning to the work situation. Completing a work assignment on time, for instance, is a first step in the development of dependability as an obligation of an employee to an employer.

For a period of time, the classroom routines can be carried out much like they would be in a real business. Instead of taking attendance by using a seating chart or calling roll, the children can punch time cards. Assignments can be prepared as work contracts and placed at each child's work station. Breaktime could be used to designate free play or recess periods in which the child is given the independence to have a snack or to engage in other unstructured activities. Daily announcements can

be posted on the bulletin board and daily papers can be stamped using a date marker. Dates on the stamp can be compared with the dates on the calendar.

An "odd job" box can be used as a means of communicating that good workers must remain profitably busy at all times. When the assigned job is completed, the student can go to this box and select another job. Weekly conferences can be scheduled between teacher (employer) and child (employee) to discuss general progress and any problems encountered during work (job) performance. The child's good work for the day is reinforced through tokens, "cash," or "paychecks," depending on the comprehension level of the children. These then can be used to purchase items from the class store or can be deposited into the class bank for future spending.

In the beginning, daily reinforcements may be necessary, but eventually the students should receive their "pay check" at the end of the week or two weeks to more closely parallel the pay of a real work situation. Particular duties can be assigned to the students each week for which they will receive pay. At the end of the week, each child can bring a toy or game from home to put in the "Rent-A-Toy Store." Students can be permitted to rent toys for an allotted amount of time with their earnings. This simulated business atmosphere is especially helpful in bringing the student into reality with the work situation, understanding the meaning of speed and production, and seeing the importance of cooperation with others.

Relating Academics to Career Education

As a more general foundation in work skills and interpersonal relationships is laid, specific academic areas of the curriculum should be developed around a career development focus. The academic areas of a curriculum for students with mental disabilities may easily be related to career development. The academic curriculum focuses on the student's need to function successfully in the daily routine of life. When academic assignments are related to jobs and activities of daily living, learning becomes more concrete and skills are more easily acquired.

Functionality is the key to which the academic skills within a curriculum could be incorporated into a career education program for students with mental disabilities. Functionality consists of six characteristics:

1. The skill is necessary to prepare the student to function in the daily environment and has high probability for need in the future environment, the adult world.

2. The skill is needed to allow the student to reach the desired level of functioning most efficiently.

3. The skills, instructional materials, and teaching activities are those that will be encountered in the student's normal environment.

4. The criteria selected for determining mastery of the skill are consistent with the standards that are expected within the student's home and community environment.

5. The skill represents a chronologically age appropriate skill.

6. The skill can take place in a natural environment at natural occurring times of the day.

When deciding on the functional skills to be taught in a career development program, generalization levels of these skills should be considered. When objectives and skills are selected, the teacher should ask of each - "Does the acquisition of this skill tend to make the student people specific, place specific, or instructional material specific?" If the answer is "yes" to any of these, the skill and instructional methodology used should be reevaluated and redesigned to allow for complete generalization of the skill being taught. Only when the teacher can demonstrate that the student can use the acquired skills with other persons, utilizing different language cues, in a variety of settings, in practical activities of daily living, over a period of time, can it be stated that the student has mastered the skill.

To maximize the probability that skills will be acquired and generalized for use in the appropriate setting, it is important to teach those behaviors in the settings in which they normally occur. Hence, a community based training approach is best. Teaching and practicing the skills in a natural environment helps generalize and maintain the skills more appropriately than those taught in a classroom or under a simulated condition.

Skills which normally occur at home should most naturally be taught in the home. Those which normally occur on a job should be taught in a work site and those behaviors that occur in both environments would be taught in both. This is why there is a need for a community based training approach. Expecting students with mental disabilities to generalize information taught in school settings to natural environments without supervised exposure is not being realistic.

Placing the appropriate amount of coins in vending machines is a more functional fine motor skill than putting pegs in a pegboard. Bus riding is best taught on real buses; street crossing instruction is most effective when done at actual intersections; use of fast food restaurants requires teaching in local places of business. When instruction moves to the very location where the skills will be used, the student learns to perform in the presence of the natural cues and stimuli and skill transfer problems tend to diminish.

The functional vocational and social survival skills are those behaviors that are directly related to job performance and those behaviors that indirectly influence the behavior of others. A sequence of these types of functional skills can be developed by reviewing research in the area, interviewing employers to rate various behaviors in priority of importance, analyzing a variety of job evaluation forms used by businesses, and by reviewing the tasks required in routine daily life functions.

Regardless of the type of special education placement or age level of the student, career development can be related to the academics being taught. There are several ways this can done within the mental disabilities program.

Incidental instruction is a technique by which the academic area of the curriculum remains unchanged, but at various times information concerning its

applicability to certain jobs is planned as part of the ongoing instruction. Suggested activities include:

1. using pictures, charts, films, and filmstrips to illustrate career opportunities within a subject area.

2. taking advantage of planned field trips to point out the variety of jobs available at community sites.

3. taking the work out of reading by putting a little "work" into the material being read.

4. reading biographies of famous persons and spending some time discussing the field of work in which they were involved.

5. having resource persons who visit the class discuss aspects of jobs in the particular field they represent.

6. making bulletin boards that illustrate careers in given subject areas.

The infusion technique relates to the teaching of career education within the content of the actual academic instruction. The basic premise here is that the content area (e.g., math), the specific objective (computing column addition using three place values), and the selected instructional activity (worksheet) remain constant, while the setting for the activity changes (e.g., problems given represent food prices on a restaurant bill rather than columns of unrelated numbers in a workbook.

Other Examples Include

1. Reading - to match two synonyms when given a multiple listing of words; worksheet; use synonyms that appear on work applications (past employment - previous employment; residence - address).

2. Written Expression - to write a simple paragraph using a sequence of events; writing assignment with pictorial or verbal cues, oriented to career education.

3. Math - to write the time as denoted on a clock face; worksheet; use times on the clock and statement describing the time in relation to a worker (the face on the clock reads 8:00; the worksheet sentence below the clock face states "Judy comes to her job at _____ o'clock.").

4. Spelling - to locate correctly spelled words when given preprinted letters; wordhunt; use words depicting tools, jobs, and workers as well as regular spelling words.

When implementing any of these approaches, several practices should be kept in mind. In a unit on the use of completing forms used in everyday life situations, be certain that actual forms are used. It is important that students actually use the real form, seeing the various sizes and shapes, differing formats, and sizes of print. All

forms aren't 8 1/2 x 11 in size, white, with purple print. Whenever possible when working with math activities, the student's actual income and expected expenditures should be used in composing and calculating budgets or doing other types of problems. Crossword puzzles and word hunts are effective ways to teach job related vocabulary terms. As much as the scheduling and subject matter permits, listening activities should be incorporated into the career development secondary program.

Commercially made materials for students with mental disabilities such as consumable workbooks, films, filmstrips, and kits are available for use within each of the subject areas. The workbook materials are not always kept by students after they leave the special program, and even if they were, often are not as relevant to classroom activities as are worksheets or other assignments that are teacher prepared. Therefore, the student should keep a notebook for each class to collect important facts for later reference. For example, easily read recipes can be filed in the home economics folder, first aid instructions in the science notebook, samples of vocational forms in the vocations folder. Each folder may be color coded for ease of handling.

Through specifically planned instructional activities, incidental learning experiences, and activities that relate academics to jobs and aspects of daily living, career development can be an effective and meaningful part of the special education program for students with mental disabilities. In addition, the use of any of these approaches does not detract from academic instruction.

High School

The high school career development program for students with mental disabilities should offer:

1. Academics related to functions of daily living - The general areas of instruction would be consumer economics, healthful living, government, community resources, and occupational information. Curriculum areas that can be applied to these general units are communication (reading, writing, and spelling), computations, reading, and problem solving.

2. Vocations class - This course consists of instruction in developing skills for seeking and retaining employment as well as further investigation of careers. The focus of this class should be a study of those factors that contribute to job maintenance. Knowledge and practical experience with these factors will help increase job maintenance and lessen the incidence of termination.

3. Vocational assessment - This evaluation should be used to plan and refine the student's IEP and specific program offerings. The components of the assessment may include adaptive behavior, interpersonal skills, manual dexterity, performance on job samples and job interests.

4. Work experience - Meaningful work options that include competitive employment with and without support services; supervised work in community and business settings; specialized industrial based program for work teams of students based in one site; sheltered employment; and work carried out in home settings.

5. Seminars - The seminar session should attempt to provide an atmosphere where students with mental disabilities can discuss problems associated with their jobs. Role playing is a technique that can be used here. These seminars promote the development of thinking patterns by discussing solutions to problems and understanding the consequences of actions.

6. Counseling - The sessions would be designed to cover appropriate work habits and behaviors on the job as well as an emphasis on other types of social-personal problems. These counseling services may be offered on a group or individual basis.

7. Other related services as required.

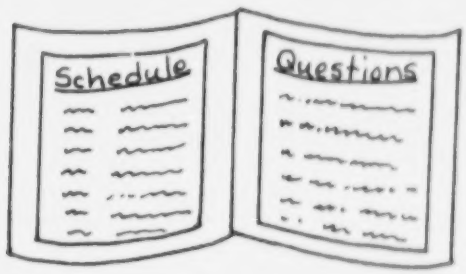
8. Plan for transitioning from high school to the adult world.

Specific Activities which Incorporate Academics Related to Daily Living

Some specific activities for a secondary program are:

1. A folder is set up with a worksheet showing destination and arrival times and an actual bus or train schedule (see Figure 12). The students use the schedule to find the correct departure times corresponding to a list of questions about arrival and departure times. This activity can be altered using TV guides, movie schedules from the newspaper, or pages from a phone book.

Figure 12



2. The weekly food ads from a newspaper would be distributed to students. Each would plan a menu using the ads, decide where to shop, and compute the cost of the items needed to prepare the menu.

3. Students prepare snacks and meals following preparation directions printed on the labels of actual food packages.

4. Activities should be provided using a personal calendar of key dates to send cards and notes. Experiences should include addressing envelopes, writing the return address, writing the greeting and signing the card. Postcards and longer notes should also be included in written expression activities.

5. Using a variety of game boards, students should develop math skills necessary to participate in games by using score keeping, moving game tokens, paying out money replicas, and so forth.

6. Using actual posters and notices displayed in public places in the community, have students answer specific questions of general interest. This may be done as a verbal or written exercise.

7. Opportunities should be provided for using actual vending machines. Experiences should include the use of several types of machines, the selection of coins needed to purchase a desired item, the use of more than the exact amount, and the computation and verification of change received. Various coin combinations should be experienced.

8. "Just Get the Facts" - Make a recording of a telephone conversation. Have students listen to the taped conversation and ask them to listen for important facts. They may write down notes. Ask students direct questions such as name, place, time, directions given, and message to be left.

9. "Follow My Lead" - Distribute appropriate sales receipts to students and instruct them to listen to directions so they can complete the receipts correctly. Example: Your customer number is 33. It should be written in the box above the words "customer order number." Put a check in the box labeled "cash." Put the name "Bill Johnson" under line that says "Sold To."

10. Comparative Buying - Have students complete a chart comparing prices at three different stores in each category of food from the four basic food groups. This should be done using grocery ads in the newspaper or through an actual visit to the grocery store (see Figure 13).

11. Ask students to compute the cost of furnishing a room in a home by using a mail order catalog.

12. Manual Information - Students would be placed in small groups. Each student in the group has a copy of an owner's manual for some piece of home equipment or appliance. Independent or group reading activities can be used to become familiar with the material in the manual. Written questions concerning safety tips, care of the appliance, the warranty conditions, and other product information are given to the group to answer.

13. Grooming and Health Care - Students are asked to bring to class examples of various health and beauty products (boxes, jars, other containers). As a classification activity, the products are grouped by the body parts for which they are intended. Each student completes a questionnaire on a set number of the products (Figure 14).

Figure 13

	Brand Name of Product	Name of Store	Price
Dairy Products			
-Milk		1.	
		2.	
		3.	
Meats			
-Whole Chicken		1.	
		2.	
		3.	
Breads/Cereals			
-White Bread		1.	
		2.	
		3.	
Fruits/Vegetables			
-1 lb. of Broccoli		1.	
		2.	
		3.	

Figure 14

Example:

Name of Product _____

Read the label on the box or jar. Answer each question about the product.

1. Do you use the product for health or beauty?

2. What are the directions for using the product?

3. Is there a WARNING on the label?

Elements of a Work Study Component for Secondary Programming

Work Center. The work center has as its main objective the development of attitudes and behaviors relevant to vocational adjustment. The work center simulates a real work situation. Actual work samples are used to modify a student's work personality and to help develop a productive orientation as new skills are

acquired. The center provides staff with an excellent opportunity for exploration of student incentives and attitudes toward a variety of work tasks. The environment, the task, and the work conditions can all be varied. Individual training, bench assembly work, or small work force orientation can be undertaken at the work center. Due to the nature of the work center, it can become an evaluation lab enabling the student to sample numerous job tasks involving many social and vocational skills. These experiences aid the staff and students in discovering the habits, attitudes, skills, and interests that are present and those needing to be refined or developed. Typical jobs that can be used to provide this hands-on training are small parts assembly, collating, use of hand tools, mail sorting, bagging/packaging, and filing.

General objectives of the work center include:

1. gaining knowledge of the working conditions and job opportunities in the particular job area.

2. using various tools connected with this field.

3. learning the safety procedure for the job area.

4. applying proper physical techniques in the storage, handling, and usage of materials and supplies associated with the job.

5. developing an understanding and appreciation for this type of work.

6. obtaining a feeling for the nature and scope of this job area.

7. learning the basic skills necessary for entrance into the specific job area.

8. gaining realistic experiences in the specific field.

9. assuming responsibilities directly related to the designated field.

10. developing social competencies associated with this area.

11. practicing the skill under variable conditions.

In order to implement these objectives, a training plan should be developed for each job area in the work center. In developing a training plan, one should:

1. perform a task analysis on the job under consideration

2. specify materials and equipment needed for the job

3. note standards of quality specifications of the customer

4. specify necessary output to meet quality control and prime period for job completion

5. identify learning difficulties in each step where preliminary training may be helpful

6. select and describe the proper work method

7. consider safety precautions

8. design special training equipment, including visual and auditory aids, if necessary

9. design a pictorial, simple written representation, or tape recording of the job for student reference

10. provide actual training for the students

11. record individual progress

12. give additional training when needed

13. revise portions of the work plan when necessary

14. develop variations of the task to be used once skill(s) are acquired

Since the work center is considered a "business," some students can serve as shop supervisors, receptionists to greet visitors and take phone messages, secretaries to do filing and typing, and shipping clerks to receive and dispense materials.

Shadowing. "Shadowing" or career sampling can also provide exposure to a variety of different jobs. Ideally, shadowing is described as following a specific employee on the job all day long as his or her shadow so that the shadow is able to observe what is required, not only in the cognitive and job skill areas, but in the affective area, as well. Shadowing is usually done in two to four week blocks. The time period is determined by the nature of the student and the objectives to be accomplished in each particular activity. The activity provides the student with an opportunity to see the daily routine of the worker being shadowed. A contract or plan is developed by the student and special education teacher describing the questions to be answered, the project to be completed, or the observations to be made during the shadowing experience. The student works with the special education staff and worker to be followed to determine how the activities will be done and then how to share this information with the class. Occupational information is gained but more important outcomes involve practice in making decisions, developing personal relations with a worker, and taking responsibility for one's own actions.

Experience Based Career Education. Experience Based Career Education is another kind of work/study program. It may be either an alternative to or a part of a planned sequence moving to the community work/study phase. The overall goals of this program are to assist in bridging the gap between classroom learning and real life situations and expose students to several careers which interest them as well as some they have not previously considered. In addition, the program aims at enhancing each student's self-confidence and abilities to plan, make realistic career choices, and become more self-reliant.

The program is set up to allow students to explore several occupations in the community to determine if their interests and capabilities match their career plans. The range of occupations for students varies from professional occupations to skilled and semi-skilled jobs. Community resource people serve as counselors and teachers

in their respective fields. Students can observe workers and talk to them in a day-to-day situation. During the second phase of Experience Based Career Education, students develop projects with tangible products that provide evidence that their goals have been accomplished. These projects are produced through the cooperative effort of the student, special education staff, and the community resource people. The projects can emphasize life skills, basic academic skills, or career development. The end product may be a written report, a tape recording of the events, actual job performance, or a photo essay. Since payment is not involved, academic credit for the community experiences can be given. In addition to providing further career information, the program builds independence, self-respect, and develops decision making skills.

Industry-Based Program. The Industry-Based Program is a simulated work program based in the employing establishment rather than in the school. It enables students to be involved in an actual working environment with all of its conditions, pressures, demands, and expectations while also providing an orientation to a multiplicity of employment areas. A special staff member is assigned to a team of students in the particular industry. This approach may be extremely beneficial to those students having difficulty adjusting to the traditional school setting. Generally, the students work together in a structured environment as a team. Special teachers come into the industry to direct activities and to teach some of the related academic classes. Good site choices for an industry-based program are hospitals and hotels.

Work Lab. The Work Lab is another work study/approach. This approach is community-based on a non-paying basis. Here, students are placed on projects in the community with working adults. These placements are designed to meet individual student needs, abilities, learning styles, and interests. The students are assigned to a worker in the community in laboratories, offices, hospitals, schools, shops, factories, studios, or other work environments. Working adults at these sites serve as instructors for the students. The special education work/study staff maintain the community liaison necessary to provide learning sites for the student and support the community "instructors." Students learn through direct experience with actual tasks, events, and facts encountered on the community job. They learn from the community's working adults and they learn by doing. They gain hands-on experience and assess a variety of jobs in light of their interests. These expectations may lead to a desire to gain more indepth training. The work lab usually encompasses a three to six week period of time and occurs on a daily basis in the afternoon or morning. It is similar to pre-apprenticeship training, and is used to acquire the knowledge needed to gain employment. Sites may be rotated if this more appropriately meets students' needs. The work lab is specific-skill oriented.

Students learn academic skills applicable to their assigned work lab through the practical application of these academics in the work day. This type of program is especially helpful to the student when obtaining information to complete a job analysis, when answering questions about a particular job through direct experience rather than through books, and when wanting to explore a job choice before placement on a site in a work/study program. The work lab provides an opportunity for evaluation of on-task behavior, work production, and work accuracy.

Job Coach Approach. Job coaching may be an option needed by some students with mental disabilities. The approach is used for those students needing temporary one-on-one supervised training and support services on the actual job site. The student may receive specific job skill training as well as work related behavioral

instruction services from job coaches include one or more of the following: mobility training, task analysis of the specific job, on-site evaluation of the student's work performance, reorganization of the sequence to performing the job, and on-site coaching through the various levels of job skill mastery.

Job Clubs. Job seeking has traditionally been regarded as a solitary activity. Instead of individual job counseling, the job club involves group meetings to promote social support from peers who are also trying to find jobs. Students are taught how to pursue job leads, prepare a resume, role play interview situations, initiate phone calls to prospective employers, and keep accurate records of the job search process. Traditional and nontraditional methods for obtaining job leads are stressed. Emphasis is placed on all the ways to find a job. Students are reminded that job finding is a full-time job in itself.

SUMMARY

This chapter contains basic information about the need for career development to be a basic part of the curriculum for students with mental disabilities. Career development can be incorporated into each type of special education delivery option (e.g., the resource program or the self-contained class). The information includes some of the basic career concepts, sequential activities, and program considerations for staff who prepare students with mental disabilities to become productive workers and participating members of the family and community. Samples of specific teaching activities are provided as well as suggestions for relating academics to career development. A comprehensive career development program should include the following components:

1. functional academics
2. a general introduction to the world of work
3. instruction in the use of leisure time
4. the parenting role as an important career
5. training in locating and maintaining a job
6. vocational assessment
7. parent counseling
8. a range of options for providing work experiences in the school, community, or special environment
9. social skill training
10. personal counseling
11. skill development in decision making
12 related services as necessary to enhance work and life adjustment

13. a transitioning procedure

Through specifically planned instructional activities, incidental learning experiences, and activities that relate academics to aspect of daily living, career development can be an effective and meaningful part of the special education program for students with mental disabilities.

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